DOCUMENT RESUME

ED 279 732 UD 025 099

AUTHOR Barr, Robert B.
TITLE The 1982-83 School Leaver Study of the San Diego Unified School District.
INSTITUTION San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE 9 Apr 85
NOTE 50p.; Some pages contain marginally legible print; best available copy. For a related document, see UD 025 100.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Persistence; Data Analysis; Data Collection; *Dropout Characteristics; *Dropout Research; *Dropouts; High Schools; Research Methodology; School Districts; School Holding Power
IDENTIFIERS San Diego Unified School District CA

ABSTRACT

San Diego City Schools completed a study to determine: (1) the number of school leavers (dropouts) from district schools during 1982-83 for grades 9 through 12; (2) characteristics associated with school leaving; (3) overall rates of attrition; and (4) attrition rates for students with certain characteristics. The study was intended to update and expand the scope of a 1979-80 study of school leavers. A school leaver was defined as a student who leaves the district before obtaining a high school diploma or passing the California High School Proficiency Examination and who does not enroll in another school or alternative educational program within a specified time period. A computer was used to select the records of students who met these criteria. The study supports the propositions that poor performance and performance disadvantages correlate with high attrition rates in the district and that excellent performance and performance advantages correlate with high persistence and low attrition rates. It is recommended that the district develop early intervention and other school leaver prevention programs to reduce the number of school leavers, paying special attention to the Hispanic and Black students who are especially at risk of leaving school before receiving a high school diploma. Much of the document consists of tables of statistical data. (MW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED279732

San Diego City Schools
PLANNING, RESEARCH, AND EVALUATION DIVISION

THE 1982-83 SCHOOL LEAVER STUDY OF THE SAN DIEGO UNIFIED SCHOOL DISTRICT

April 9, 1985

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Bertha O. Pendleton
San Diego City Schools
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

UD025099

RESEARCH DEPARTMENT REPORT

THE 1982-83 SCHOOL LEAVER STUDY OF THE SAN DIEGO UNIFIED SCHOOL DISTRICT

Prepared by
Robert B. Barr
Consultant

April 9, 1985

San Diego City Schools
Planning, Research and Evaluation Division
Research Department

Table of Contents

Page

List of Tables.....iii
List of Appendicies.....vii
Acknowledgements..... ix
Executive Summary.....xi

I. INTRODUCTION.....1
Background.....1
Definition of School Leaver.....1
Definition of Attrition Rate.....2
Methodology of the Study.....2

II. FINDINGS.....4
Leaver Rates by School Types, Grade, Month, Status, Sex and Ethnicity.....5
An Estimated Four-Year Cumulative Tracking Attrition Rate.....16
Leaver Rates With Respect to "Advantage/Disadvantage.....19
Summary of Findings.....27

III. RECOMMENDATION 31

List of Tables

Table		Page
1.	School Leavers, 1979-80 and 1982-83	6
2.	School Leavers by Month Left, 1982-83	7
3.	School Leavers by School Type, 1979-80 and 1982-83	8
4.	School Leavers by Grade, 1979-80 and 1982-83	10
5.	School Leavers by Sex, 1979-80 and 1982-83	11
6.	School Leavers by Ethnicity, 1979-80 and 1982-83	13
7.	School Leavers by Grade and Ethnicity, 1982-83	14
8.	School Leavers by Status, 1979-80 and 1982-83	15
9.	School Leavers by Status and Ethnicity, 1982-83	17
10.	A Simulation Model for Estimating a Four-Year Cumulative Tracking Attrition Rate	18
11.	School Leavers by Age, 1982-83	20
12.	School Leavers by Age and Ethnicity, 1982-83	21
13.	School Leavers by GPA Level, 1982-83	23
14.	School Leavers by Reading Test Level, 1982-83	24
15.	School Leavers by Math Test Level, 1982-83	25
16.	School Leavers by Categories of "Disadvantage", 1982-83	26
17.	School Leavers by LEP and Ethnicity, 1982-83	28
18.	School Leavers by Categories of "Advantage", 1982-83	29

List of Appendicies

Appendix		Page
A.	Individual Site Data for School Leavers by Ethnicity and by Status, 1982-83.....	A-1

Acknowledgements
for staff contributions are :

Gary Knowles

for study design, project coordination
and data collection

and

Connie Busse

for editing

SAN DIEGO CITY SCHOOLS
Research Department

EXECUTIVE SUMMARY

1982-83 SCHOOL LEAVER STUDY OF THE SAN DIEGO UNIFIED SCHOOL DISTRICT

April 9, 1985

Issue/Concern

The problem of students permanently leaving school before receiving a high school diploma is currently a focus of concern for the public, the legislature, the California State Department of Education, and school districts. This concern is evidenced by the many recently published newspaper articles on school dropouts; the introduction of legislation to define dropouts, and to develop dropout prevention programs; the inclusion of a school's dropout rate as a Quality Indicator under the State Department of Education's Accountability Program; and the adoption of dropout prevention programs by other school districts. Additionally, much research has been done across the nation to define this problem and profile school leavers (dropouts).

San Diego City Schools has now completed a study to identify the particulars of its school leaver problem using 1982-83 school year data. This study reports the district's school leaver rate, as well as, the following school leaver information:

- Racial/ethnic identification
- Sex
- Age
- Grade level
- Status at time of leaving (e.g. full-time employment, married)
- Month of leaving
- Limited English Proficient (LEP) status
- Handicapped status
- Grade point average
- Reading and mathematics test levels
- Personal and social adjustment placements
- Suspensions
- VEEP and magnet program participation
- Gifted status

This report updates and goes far beyond the information reported to the board in May 1982 regarding 1979-80 school leavers.

Recommendation

The district should develop early intervention and other school leaver prevention programs to reduce the number of school leavers, paying special attention to the Hispanic and Black students who are especially at risk of leaving school before receiving a high school diploma.

Budget Implications

Budget implications will depend on specific plans adopted for school leaver intervention and prevention programs.

Policy Implications

Efforts to reduce the number of school leavers supports the district's goal to provide equality of opportunity for quality education.

This report prepared by Dr. Robert Barr, consultant to the Research Department.

JBG:jd

SAN DIEGO CITY SCHOOLS
Research Department

ADDITION TO
EXECUTIVE SUMMARY

1982-83 SCHOOL LEAVER STUDY
OF THE SAN DIEGO UNIFIED SCHOOL DISTRICT
April 9, 1985

Findings

The findings of this study set the district's 1982-83 school leaver rate at 4.5 percent; 1,602 of the 35,886 grades 9-12 students withdrew from school that year. The last reported study on this subject concluded that 5.6 percent of the 1979-80 school year students withdrew. The reduction in school leaver rates between these two studies in large measure grows from the difference in the breadth of the follow-up study samples. In the 1982-83 study followed up contact was attempted for all former students in all categories which the computerized student database listed as school leavers; the 1979-80 effort followed up only persons classified in two of the seven school leaver categories. The follow-up contacts in both years uncovered many persons believed to be dropouts who were enrolled in school somewhere. The 1982-83 study follow-up contacts allowed more persons to be reclassified as continuing their education rather than as school leavers.

The school leaver findings of both years' studies are closely comparable in all other respects. Hispanics have the highest school leaver rates, followed by Blacks. Grades 10 and 11 have the greater incidence of school leaving. Males leave school at just slightly higher rates than do females.

It should be noted that the school leaver rates of this study--both single year and cumulative--may not appropriately be compared to dropout figures reported by the federal government, the state, or any other school district which does not use the same definition of school leaver and use follow-up procedures in collecting data. Legislation currently pending for California should resolve this intrastate inconsistency.

JBG:jd

I. INTRODUCTION

Background

The purpose of this study is to determine the number of school leavers (dropouts) from district schools during 1982-83 for grades 9 through 12; the characteristics associated with school leaving; overall rates of attrition; and attrition rates for students with certain characteristics. A 'school leaver' is a student who leaves the district before obtaining a high school diploma or passing the California High School Proficiency Examination and does not enroll in another school or alternative educational program within a specified time period.

Definition of School Leaver

The specific definition of 'school leaver' varies widely from district to district. For the present study the following definition is used.

> A San Diego Unified School District leaver is a student who participated in and left any grade 9 through 12 during 1982-83, had the ability to meet graduation requirements or pass the California High School Proficiency Examination, is not known to have transferred to another high school or educational program, and who did not re-enter the district by October, 1983. [A more technical definition is given in the methodology section.]

Essentially the same definition is used in the 1979-80 San Diego Unified School District Leaver Study. For that reason, this report compares the present 1982-83 findings throughout with the corresponding 1979-80 findings. However, the findings of the two studies are not entirely comparable due to certain differences in data collection methods. These differences and their implications for comparisons are discussed in the section on methodology.

The definition of school leaver the district will use for future studies will change because of pending state legislation. The state's definition is expected to be of the following form: A school leaver is any student who ceases to attend school before receiving a high school diploma or its equivalent and who does not enroll in another public or private educational institution within 45 days. The state will require all districts to report school leaver rates to the California State Department of Education.

Unlike the practice used for the present study, the state's plan does not provide for individual student follow-up (questionnaires and telephone contacts) for determining the status of former students. Hence, district leaver numbers and rates computed according to the state's plan will undoubtably far exceed the numbers and rates reported in this study. Follow-up on individual students reveals many cases where former students who were initially regarded as school leavers were, in fact, attending school or an alternative educational program elsewhere even though the district never had received a request for transcript of the former student.

Definition of Attrition Rate

This study reports annual attrition rates for each grade level from 9 through 12, an annual overall rate for grades 9 through 12 taken together, and an estimated four-year cumulative tracking rate.

Methodology of the Study

The Research Department identified as potential school leavers students who met the following criteria:

1. were in grades 9-12 during the 1982-83 school year,

2. were not special education students who did not have the capability to meet graduation requirements or pass the proficiency examination,

3. were coded as leaving school with a status in one of the following categories:

   a) Dropped--whereabouts unknown
   b) Married
   c) Dropped--voluntary withdrawal, over 18
   d) Exempt--full-time employment
   e) Exempt--Mental conditions interfering with school attendence
   f) Exempt--hardship
   g) Exempt--pregnant

   [Note: These are among the district's official withdrawal status categories in Administrative Regulation and Procedure 2960.]

4. did not re-enter the San Diego City Schools by October, 1983.

These criteria were used to select by computer the records of 4,309 students from the total 1982-83 enrollment of 35,886. To check the accuracy of the resulting computer list of school leavers, follow-up activities were conducted. Each secondary school or program office reviewed a computer-generated list of their leavers. Particular attention was directed to recoding students whose record indicated a request for transcript had been received from another school. All students who remained on the list after the school review were sent a questionnaire requesting the reason for withdrawal or the activity (e.g., full-time employment) engaging the former student immediately upon withdrawal from school. If there was no response from the former student, the Research Department attempted a telephone contact. Information from the questionnaires and telephone contacts enabled a further update of students' records. In making the updates, the district's official withdrawal codes were used whenever possible. However, school leavers who were contacted and were under 18 who did not fit into any of the official district leaver categories were reclassified into an unofficial catagory, "Dropped - voluntary withdrawal, under 18".

These follow-up steps eliminated 2,707 former students from the original list of 4,309 names. Generally, the former students eliminated were found to have transferred to another public or private school system. In addition to eliminating nonleavers from the original computer list of leavers, the follow-up resulted in the recoding of some former students whose original withdrawal status was unknown with a more specific leaver status. However, there were 667 students who could not be contacted and, therefore, remained as "whereabouts unknown." These follow-up steps produced a reasonably reliable database for the study.

Similiar data collection procedures and checking methods were used for the 1979-80 school leavers study. However, the follow-up checking and data screening procedures were not as inclusive as those of the present study. For the present study, all records of all students in every leaver status category were examined. Phone contacts were attempted for all students whose records could not otherwise be reliably corrected. Unlike the present study, follow-up checking and data collection for the 1979-80 study was limited to two categories: "dropped - whereabouts unknown" and "dropped - voluntary withdrawal, over 18." For the 1979-80 study, these follow-up activities reduced its original computer list of 3,688 former students to a final list of 2,119 leavers. This is a reduction of 42%. The 1982-83 follow-up activities reduced its computer list from 4,309 to 1,602. This is a 63%

reduction.

The present findings are not, therefore, entirely comparable with those of the 1979-80 study. The incomparability is almost certainly limited to a direct comparison of corresponding school leaver rates. School leaver rates can be expected to be lower in the 1982-83 study just because more non-leavers were eliminated from the 1982-83 database than from the 1979-80 database. This does not affect other characteristics of the findings and it remains entirely reasonable to compare general directions, rankings, and profiles from one study to the other.

II. FINDINGS

The district level findings of this study are found in the statistical tables of this section. School level findings regarding racial/ethnic identification and leaver status are found in Appendix A.

The narrative of this section highlights significant facts found in the tables of findings. The analysis is divided into two general sets. The first set consists of general factual findings regarding district leaver numbers and rates by status, grade level, school type, month left and the student demographic characteristics of sex and ethnicity. The second set of findings consists of findings which closely relate to the student's school experience and which support the thesis that most students leave school to escape an environment in which they feel unsuccessful.

The findings regarding the district's profile of school leaver rates are entirely consistent with those of the earlier 1979-80 study and with the consensus of findings reported in other studies. There are no surprises and no unexpected patterns of school leaving. The overall district school leaver rate is within the range of annual school leaver rates reported by other large urban school districts. The rates at which students leave by status, grade, sex and ethnicity are also consistent with the patterns found in other studies. Nevertheless, there is cause for attention to school leaving in the district. Over the four-year period from the beginning of the ninth grade to graduation, this study estimates that 16.5% of the original freshman class will leave the educational system entirely. This is a loss of 165 students for every 1000 students entering the ninth grade.

In the second set of findings, the analysis provides evidence

to support the generally recognized thesis that students leave school, if they have a choice, when their experience is consistently one of poor or failing performance and that this is true of the majority of school leavers. This study found that those students who suffer "disadvantages" with respect to school performance leave school at rates more than five times those without disadvantages and at rates 10 to 15 times higher than those with "advantages."

Other studies report evidence that is both extensive and conclusive regarding this point. In fact, it has been found that it requires only a few variables relating to school performance and aspects of disadvantage to predict with a high degree of accuracy who will leave high school.

Leaver Rates by School Types, Grade, Month, Status, Sex and Ethnicity

Table 1 displays the basic finding of the study. Of the 35,886 district students enrolled in grades 9-12 during 1982-83, 1,602 left school without returning before October, 1983 or transferring to another school or pursuing an alternative educational program. This is an overall district annual leaver rate of 4.5%. The earlier district study found that 2,119 of 38,124 students had left school during 1979-80. This is a 5.6% leaver rate.

Between 1979-80 and 1982-83, district total enrollment declined by 5.9%. However, the number of school leavers declined by 24.4%. This reduction in leaver rates between the 1979-80 and 1982-83 might be due in small part to an increase in student retention, but is probably largely due to the more comprehensive follow-up activities of 1982-83 study compared to those of the 1979-80 study. If follow-up acitivities had been equally comprehensive for the two studies, then there is little evidence in this report to believe that the rate of the two years would not have been nearly the same.

Table 2 provides a distribution of school leavers by the month in which they were recorded as leaving school for the 1982-83 school year. More students left in June and September than in other months, accounting for 38% of all school leavers. Evidently, many students make decisions about leaving at the end or the beginning of a school year. However, during each month of the 1982-83 academic year an average of 7% of the eventual total of school leavers left.

Table 3 compares the school leaver rates of 1979-80 and

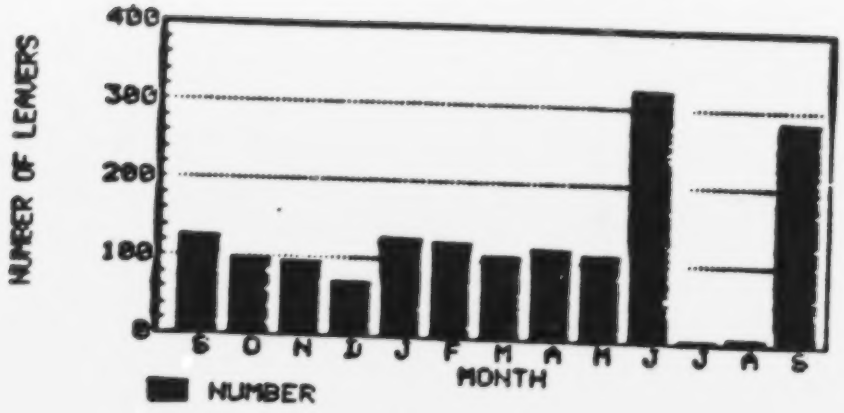
TABLE 1

SCHOOL LEAVERS, 1979-80 AND 1982-83

YEAR	NUMBER OF LEAVERS	DISTRICT ENROLLMENT	ANNUAL LEAVER RATE
1979-80	2,119	38,124	5.6
1982-83	1,602	35,886	4.5
DIFFERENCE	-517	-2,238	-0.9
% DIFFERENCE	-24.4	-5.9	-16.1

TABLE 2

SCHOOL LEAVERS BY MONTH LEFT, 1982-83



MONTH	NUMBER LEAVING	PERCENT DISTRIBUTION	CUMULATIVE PERCENT
SEPTEMBER '82 a	126	7.9	7.9
OCTOBER '82	97	6.1	13.9
NOVEMBER '82	94	5.9	19.8
DECEMBER '82	71	4.4	24.2
JANUARY '83	126	7.9	32.1
FEBRUARY '83	124	7.7	39.8
MARCH '83	109	6.8	46.6
APRIL '83	117	7.3	53.9
MAY '83	112	7.0	60.9
JUNE '83	324	20.2	81.1
JULY '83	6	0.4	81.5
AUGUST '83	7	0.4	82.0
SEPTEMBER '83 b	284	18.0	100.0
TOTALS	1,602	100.0	100.0

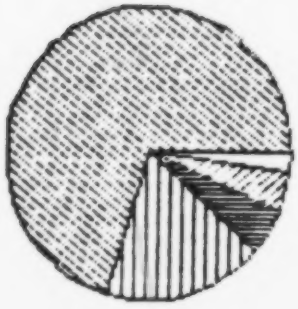
NOTES: a Left September 12, 1982 or later.

b Left September 11, 1983 or earlier.

TABLE 3

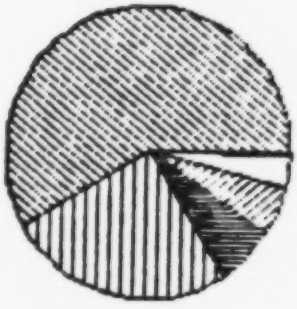
SCHOOL LEAVERS BY SCHOOL TYPE, 1979-80 and 1982-83

1979-80



70.42% SR HIGH
18.15% CONT/OPP
4.91% ATYPICAL
4.61% SP PROG
1.91% JR HIGH

1982-83



58.50% SR HIGH
25.80% CONT/OPP
6.60% SP PROG
5.40% JR HIGH
3.70% ATYPICAL

	1979-80				1982-83				
SCHOOL TYPE	NUMBER	ENROLL	% DISTRIBUTION OF LEAVERS	LEAVER RATE	NUMBER	ENROLL	% DISTRIBUTION OF LEAVERS	LEAVER RATE	NOTES
JUNIOR HIGH (9TH)	40	7,470	1.9	0.5	86	6,361	5.4	1.4	(1)
SENIOR HIGH	1,487	28,431	76.2	5.2	937	26,225	58.5	3.6	(1)
ATYPICAL *	104	1,148	4.9	9.1	59	1,982	3.7	3.0	(1)
CONTIN/OPPORT @	383	1,636	18.1	23.4	414	1,591	25.8	26.0	(2)
SPECIAL PROGRAMS @	105	433	4.6	24.3	106	725	6.6	14.6	(2)
TOTALS	2,119	38,124	100.0	5.6	1,602	35,884	100.0	4.5	(1)

NOTES: 1. An estimate of the total number of grade 9-12 students served during the entire 1979-80 or 1982-83 school year. The figures were developed by adding to the October enrollment, the total number of grade 9-12 students who entered district schools between October and the end of the school year.

2. Duplicated count of students. Due to the many students who enter the continuation/ opportunity schools and special programs from other schools within the district, the estimated enrollment figures include the count of students who transferred from another district school to these schools during the school year. This approach to estimating the enrollment was adopted so that the level of school leaving for these schools and programs is not exaggerated.

* Cowpers, Mission Beach, Muir, Wright Brothers, and O'Farrell School of Creative and Performing Arts.

@ Twain and Garfield

@ Homebound and licensed institutions in 1979-80. For 1982-83 independent study and nonpublic schools were added to this category.

1982-83 for types of school sites or programs. Both in 1979-80 and 1982-83 junior high schools had the lowest attrition rates of all school or program types. The 1979-80 junior high attrition rate of 0.5% is 10 times lower than the overall rate for that year. The 1982-83 junior high rate of 1.4% is 3 times lower than the overall district rate of 4.5%. On the other hand, continuation and opportunity schools (Garfield and Twain) and special programs (homebound, licensed institutions, independent study, and nonpublic schools) had the highest attrition rates. These rates were about four times higher than their corresponding overall rates.

In both 1979-80 and 1982-83 school leaver rates for senior high schools were nearly the same as the corresponding overall district rates. In 1979-80 the difference was very small being only 0.4 percentage points (5.6% overall vs. 5.2% senior high). In 1982-83 the difference is a somewhat larger 0.9 percentage points (4.5% overall vs. 3.6% senior high).

For atypical schools (Gompers, Mission Beach, Muir, Wright Brothers and O'Farrell SCPA) the 1979-80 rate of 9.1% was higher than the district overall rate of 5.6%, while in 1982-83 the 3.0% attrition rate for atypical schools is lower than the 4.5% overall rate. The explanation for this reversal in ranking, the only one found in the entire analysis, is not clear.

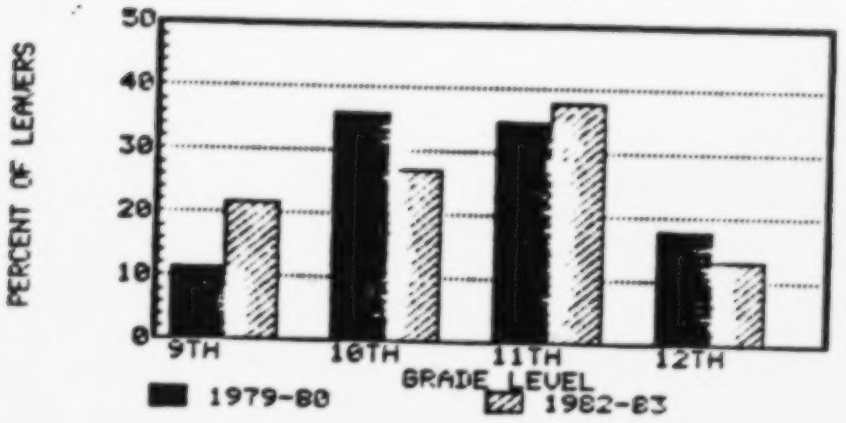
In 1979-80 senior high schools and the continuation and opportunity schools accounted for 70% and 18%, respectively, of all school leavers for a total of 88%. At the same time, these schools enrolled 94% of all grade 9-12 students. In 1982-83 these same schools accounted for 59% and 25%, respectively, of all leavers. This totals to 84% of all leavers while their enrollment was 90% of the district's total.

Table 4 compares data on school leaver rates for 1979-80 and 1982-83 according to grade level. In both periods, most of the attrition occurred among 10th and 11th graders. Seventy percent of all 1979-80 leavers were 10th or 11th graders. In 1982-83, 65% of all leavers were also sophomores or juniors. Freshmen and seniors left school at rates below the overall district rate in both years, accounting for 30% of all school leavers in 1979-80 and 35% in 1982-83.

Table 5 compares the attrition rates of males and females for 1979-80 and 1982-83. The ratio of male to female leavers in both school years is essentially the same, about 54% male to 46% female. Male attrition rates are higher than female

TABLE 4

SCHOOL LEAVERS BY GRADE, 1979-80 AND 1982-83



	1979-80				1982-83			
GRADE	NUMBER	ENROLL	% DISTRIBUTION OF LEAVERS	LEAVER RATE	NUMBER	ENROLL	% DISTRIBUTION OF LEAVERS	LEAVER RATE
GRADE 9	238	9,607	11.2	2.5	350	9,146	21.8	3.8
GRADE 10	766	10,446	36.1	7.3	434	9,525	27.1	4.6
GRADE 11	735	9,722	34.7	7.6	606	9,181	37.8	6.6
GRADE 12	380	8,349	17.9	4.6	212	8,034	13.2	2.6
TOTALS	2,119	38,124	100.0	5.6	1,602	35,886	100.0	4.5

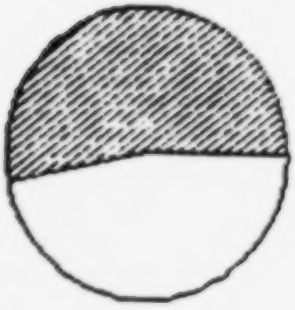
TABLE 5

SCHOOL LEAVERS BY SEX, 1979-80 AND 1982-83

1979-80

54.60% MALE
45.40% FEMALE

1982-83



53.37% MALE
46.63% FEMALE

SEX	1979-80 NUMBER	ENROLL	% DISTRIBUTION OF LEAVERS	LEAVER RATE	1982-83 NUMBER	ENROLL	% DISTRIBUTION OF LEAVERS	LEAVER RATE
MALE	1,157	19,618	54.6	5.9	855	18,553	53.4	4.6
FEMALE	962	18,506	45.4	5.2	747	17,353	46.6	4.3
TOTALS	2,119	38,124	100.0	5.6	1,602	35,906	100.0	4.5

rates in both years as well, since the ratio between total enrolled males and total enrolled females is nearly the same at approximately 51% to 49%.

Table 6 provides a breakdown of school leaving by ethnic groups for 1979-80 and 1982-83. For the four major racial/ethnic groups, the school leaver rates for 1982-83 are 3.1% for Asian/Pacific Islander, 3.8% for Whites, 5.1% for Blacks, and 7.4% for Hispanics. Asian/Pacific Islanders have the lowest attrition rates of the four groups. Asian/Pacific Islanders leave school at a rate four-fifths that of the White group while Black and Hispanic leaver rates are 1.3 and 1.9 times higher than that of the White group. For both the 1979-80 and 1982-83 school years, the Asian/Pacific Islander group's attrition rate is the lowest, followed by Whites, Blacks, and Hispanics.

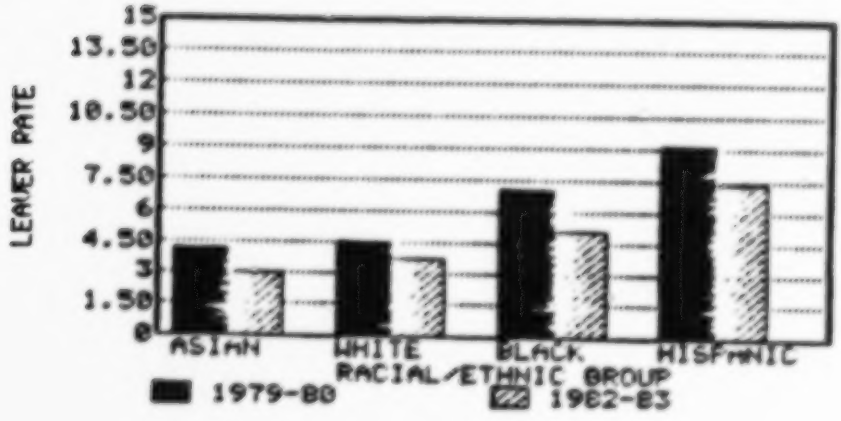
Table 7 provides a cross-tabulation of numbers of leavers and attrition rates by grade level and racial/ethnic identification for 1982-83. There are no comparable 1979-80 findings. The table shows that the rank order of school leaver rates among racial/ethnic groups does not vary in important ways from grade level to grade level, excluding the American Indian/Alaskans whose numbers are too small to provide a reliable profile. The usual rank order of Asian/Pacific Islander, White, Black, and Hispanic shifts some at the 9th grade and 12th grade levels. At the 9th grade level, the rank order is Asian/Pacific Islander, Black, White, and Hispanic. At the 12th grade level, the order is White, Black, Asian/Pacific Islander, and Hispanic. However, since the addition of only a few leavers to one or another group would rearrange the rank order again, the changes in order are not significant. All racial/ethnic groups leave school most frequently during the 10th and 11th grades. More than 35% of each ethnic group's leavers, leave during the 11th grade.

Table 8 shows the distribution of school leavers for 1979-80 and 1982-83 according to their school leaver status. All categories are official except "Withdrawal, under 18" which is an unofficial category. (See the methodology section for an explanation.)

For 1982-83 most of the leavers have a "Dropped - whereabouts unknown" leaver status despite follow-up activities to determine what happened to these students. There are 41.6% of the cases in this status, over twice as many as any other. The analysis found that 30% "voluntarily" withdrew from school in 1982-83. Of the 383 voluntarily withdrawing leavers, 44% or 169 were under age 18. The statuses of

TABLE 6

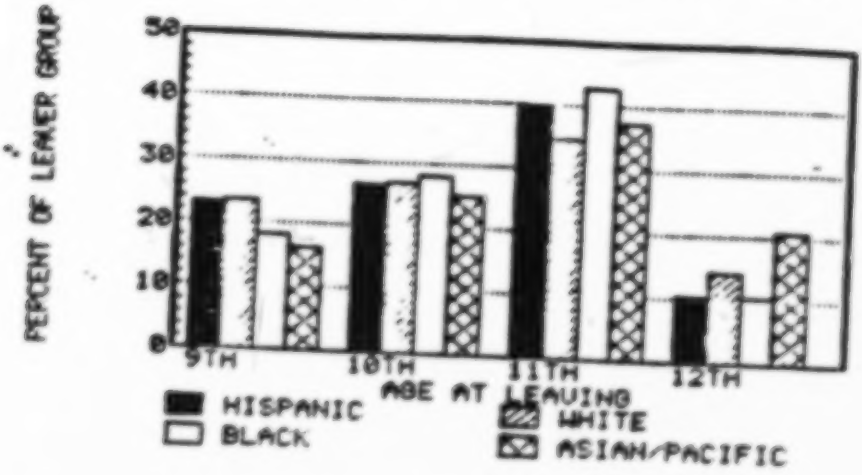
SCHOOL LEAVERS BY ETHNICITY, 1979-80 AND 1982-83



	1979-80					1982-83				
ETHNICITY	NUMBER	ENROLL	% DISTRIBUTION OF ENROLL	% DISTRIBUTION OF LEAVERS	LEAVER RATE	NUMBER	ENROLL	% DISTRIBUTION OF ENROLL	% DISTRIBUTION OF LEAVERS	LEAVER RATE
HISPANIC	487	5,299	13.9	23.0	9.2	411	5,577	15.5	25.7	7.4
WHITE	1,082	24,209	69.5	51.1	4.5	743	19,731	55.0	46.4	3.8
BLACK	417	5,871	15.4	19.7	7.1	293	5,774	16.1	18.3	5.1
ASIAN/PACIFIC	118	2,631	6.9	5.2	4.2	167	4,687	13.1	9.2	3.1
AM INDIAN/ALASKAN	3	114	0.3	0.1	2.6	8	117	0.3	0.5	6.8
UNIDENTIFIED	20	-	-	0.9	-	-	-	-	-	-
TOTALS	2,119	38,124	100.0	100.0	5.6	1,682	35,804	100.0	100.0	4.5

TABLE 7

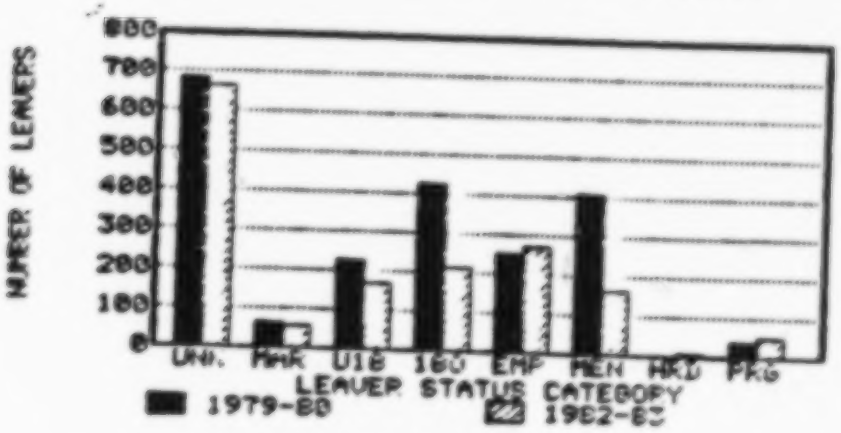
SCHOOL LEAVERS BY GRADE AND ETHNICITY, 1982-83



	HISPANIC	WHITE	BLACK	ASIAN PACIFIC	AM INDIAN ALASKAN	TOTAL	
9TH GRADE	95	176	53	24	2	350	LEAVERS
	1545	4850	1515	1200	34	9146	ENRCLMENT
	6.1	3.6	3.5	8.2	5.4	3.8	LEAVER RATE (%)
	27.1	50.3	15.1	6.8	0.6	100.0	ROW % OF LEAVERS
	23.1	23.7	18.1	16.3	25.0	21.8	COL % OF LEAVERS
	3.9	10.9	3.3	1.5	0.1	21.8	TOT % OF LEAVERS
10TH GRADE	110	202	82	37	2	434	
	1578	5157	1550	1215	25	9525	
	7.0	3.9	5.4	3.0	8.0	4.6	
	25.3	46.5	19.1	8.5	0.5	100.0	
	26.8	27.2	28.3	25.1	25.0	27.1	
	6.9	12.6	5.2	2.3	0.1	27.1	
11TH GRADE	163	258	124	55	4	604	
	1374	5079	1503	1192	33	9181	
	11.9	5.1	8.4	4.6	12.1	6.6	
	26.9	42.5	20.8	9.1	0.7	100.0	
	39.7	34.7	43.0	37.4	50.8	37.8	
	10.2	16.1	7.9	3.4	0.2	37.8	
12TH GRADE	43	107	31	31	0	212	
	1080	4445	1256	1080	23	8034	
	4.0	2.3	2.4	2.8	0.0	2.6	
	20.3	50.5	14.6	14.6	0.0	100.0	
	10.5	14.4	10.6	21.1	0.0	13.2	
	2.7	6.7	1.9	1.9	0.0	13.2	
TOTALS	411	743	293	147	8	1602	
	8377	19731	5774	4687	117	35886	
	7.4	3.8	5.1	3.1	6.8	4.5	
	25.7	46.4	18.3	9.2	0.5	100.0	
	100.0	100.0	100.0	100.0	100.0	100.0	
	25.0	46.4	18.3	9.2	0.5	100.0	

TABLE 8

SCHOOL LEAVERS BY STATUS, 1979-80 AND 1982-83



LEAVER STATUS	1979-80 NUMBER	1979-80 % DISTRIBUTION OF LEAVERS	1982-83 NUMBER	1982-83 % DISTRIBUTION OF LEAVERS
DROPPED-WHEREABOUTS UNK	687	32.4	667	41.6
MARRIED	67	3.2	58	3.6
WITHDRAWAL, UNDER 18	231	10.9	169	10.5
WITHDRAWAL, 18 & OVER	425	20.1	214	13.4
FULL-TIME EMPLOYMENT	254	12.0	272	17.0
MENTAL CONDITION (1)	410	19.3	164	10.2
HARDSHIP	3	0.1	8	0.5
PREGNANT	42	2.0	50	3.1
TOTALS	2,119	100.0	1,602	100.0

NOTE: 1. In the 1979-80 report of school leavers, this category was called "Exempt-Truancy."

"married", "hardship" and "pregnant" accounted for a combined total of 7.2% of the 1982-83 the school leavers.

Inspection of Table 8 indicates that there may have been an important improvement in the retention of students who would have left with the leaver status categories of "withdrawal, 18 & over" or "mental conditions interfering with school attendance." For "withdrawal, 18 & over" the number of leavers declines from 425 in 1979-80 to 214 in 1982-83, a 50% reduction. For "mental conditions interfering with school attendance" the decline is from a 1979-80 figure of 410 to the 1982-83 figure of 164 leavers. This is a reduction of 60%. These are large reductions. The other leaver status categories are essentially unchanged from 1979-80 to 1982-83.

Some of this reduction is certainly due to the more comprehensive 1982-83 follow-up procedures and some results from the greater numbers of students exempted to alternative educational programs (high school diploma, adult education and independent learning center programs) in recent years. During 1979-80, 743 students were exempted for alternative educational programs while in 1982-83 there were 909. Students not receiving this exemption probably would have been coded as leavers in one of the two categories showing substantial decline. Thus, the district appears to be retaining more students who are potential leavers.

Table 9 provides a cross-tabulation of numbers of leavers by racial/ethnic group and leaver status for 1982-83. With few exceptions, the proportions of each racial/ethnic group among the seven leaver status categories are the same (see the column percent figures). However, Blacks did leave school proportionally less frequently for full-time employment or to get married than other groups. Whites leave at a disproportionately higher rate in the "mental conditions interferring with school attendance" category than other ethnic groups. Asian/Pacific Islanders seem to leave in disproportionately higher numbers to get married or to withdraw when over 18. However, even in these exceptions to the overall proportions (the last column of Table 9) only a few more or less leavers would change the result. So these differences are not highly significant.

An Estimated Four-Year Cumulative Tracking Attrition Rate

Table 10 displays a simulation model for calculating cumulative four-year tracking graduation and attrition rates. It uses as parameters the 1982-83 annual attrition rates by grade reported in Table 4. The model proposes a hypothetical

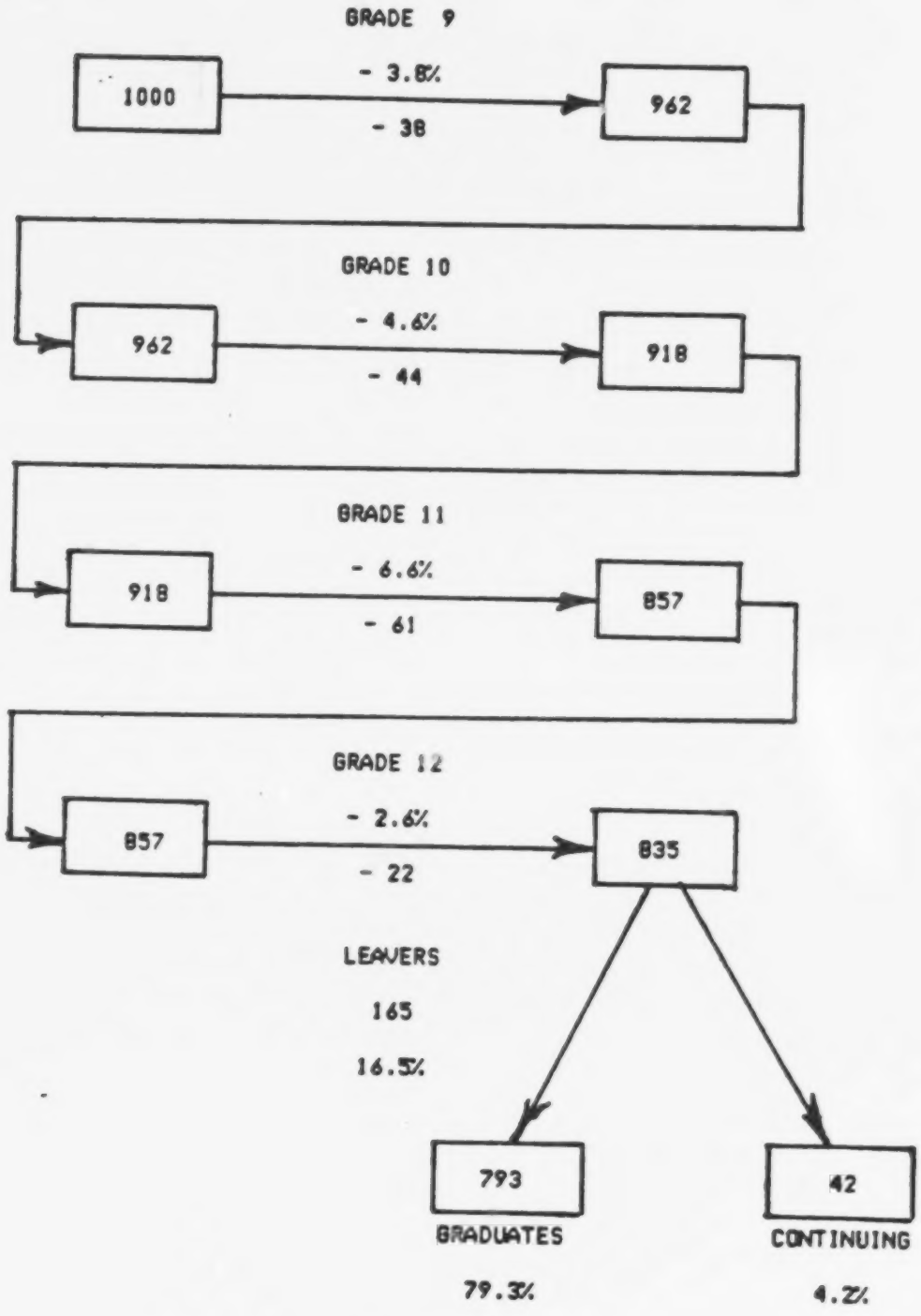
TABLE 9

SCHOOL LEAVERS BY STATUS AND ETHNICITY, 1982-83

	HISPANIC	WHITE	BLACK	ASIAN PACIFIC	AM INDIAN ALASKAN	TOTAL	
STATUS DROPPED WHERE UNK	117	276	146	67	1	667	LEAVERS
	26.5	41.4	21.9	10.0	0.1	100.0	ROW % OF LEAVERS
	43.1	37.1	49.8	43.5	12.5	41.6	COL % OF LEAVERS
	11.0	17.2	9.1	4.2	0.1	41.6	TOT % OF LEAVERS
MARRIED	14	24	3	17	0	58	
	24.1	41.4	5.2	29.3	0.0	100.0	
	3.4	3.2	1.0	11.6	0.0	3.6	
	0.9	1.5	0.2	1.0	0.0	3.6	
WITHDRAWAL UNDER 18	35	105	25	3	1	169	
	20.7	62.1	14.8	1.7	0.6	100.0	
	8.5	14.1	8.5	2.0	12.5	10.5	
	2.2	6.4	1.6	0.2	0.1	10.5	
WITHDRAWAL 18 & OVER	51	78	50	33	2	214	
	23.8	36.4	23.4	15.4	0.1	100.0	
	12.4	10.5	17.1	22.4	25.0	13.4	
	3.2	4.9	3.1	2.1	0.2	13.4	
FULL-TIME EMPLOYMENT	77	148	26	19	2	272	
	28.3	54.4	9.6	7.0	0.7	100.0	
	18.7	19.9	8.9	12.9	25.0	17.0	
	4.8	9.2	1.6	1.2	0.1	17.0	
MENTAL CONDITION	44	97	16	6	1	164	
	26.8	59.1	9.8	3.6	0.6	100.0	
	10.7	13.1	5.5	4.1	12.5	10.2	
	2.7	6.1	1.0	0.4	0.1	10.2	
HARDSHIP	3	0	5	0	0	8	
	37.5	0.0	62.5	0.0	0.0	100.0	
	0.7	0.0	1.7	0.0	0.0	0.5	
	0.2	0.0	0.3	0.0	0.0	0.5	
PREGNANT	10	15	22	2	1	50	
	20.0	30.0	44.0	4.0	2.0	100.0	
	2.4	2.1	7.5	1.4	12.5	3.1	
	0.6	0.9	1.4	0.1	0.1	3.1	
TOTALS	411	743	293	147	8	1602	
	25.7	46.4	18.3	9.2	0.5	100.0	
	100.0	100.0	100.0	100.0	100.0	100.0	
	25.7	46.4	18.3	9.2	0.5	100.0	

TABLE 10

A SIMULATION MODEL FOR ESTIMATING A FOUR-YEAR CUMULATIVE TRACKING ATTRITION RATE



class of 1000 students entering the ninth grade in district schools. During the freshman year, 3.8% or 38 students leave the class. The remaining 962 advance to the tenth grade. During the sophomore year, 4.6%, or 44 of these students, leave school. By the time of graduation 165 of every 1000 students entering district ninth grade classes will leave school entirely within four years. This is a four-year estimated cumulative attrition rate of 16.5%.

This model produces an estimated four-year graduation rate as well. Since some students will not progress normally, an estimated 42 students are shown as continuing in school rather than as graduating. This is 4.2% of the original class, a figure consistent with that found in other studies. The estimated four-year graduation rate is, therefore, 79.3%.

Leaver Rates with Respect to "Advantage/Disadvantage"

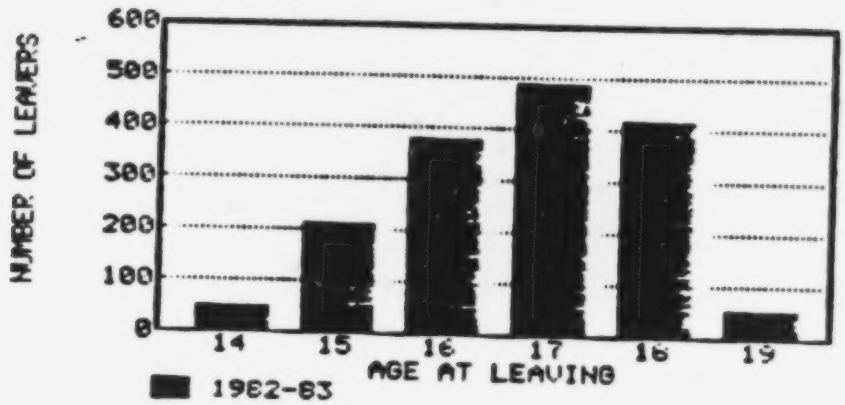
This section presents findings that support a thesis which is recognized in the research literature as explaining the overwhelming majority of school leaving. The thesis is that a student will leave school, given the opportunity, to escape from an environment in which he/she experiences him/herself as persistently unsuccessful. Since school is about academic performance, those students who are consistently poor or failing academic performers can be expected to have high attrition rates. The data available to this study support this thesis.

Table 11 shows the school leaver rates by age for 1982-83. Sixty percent of all the 1982-83 leavers are 17 years old and older. Since for normal progress, seniors would be 17 years old, the fact that 60% of the school leavers are 17 or older while only 13% of the leavers are seniors (see Table 4) suggests that many of the leavers have been held back at least one grade. Several important studies have found grade retention to be highly predictive of school leaving.

Table 12 is a cross-tabulation of attrition rates by age at leaving and racial/ethnic identification for 1982-83. The table shows that all racial/ethnic groups have similiar school leaving patterns in that for each group at least 57% leave when 17 or older. However, the Asian/Pacific Islanders leave less frequently at 17 than any other group but at relatively higher rates at 18 and 19/20. Only 14.2% of this group leave at age 17 compared to the range of 29% to 31% for the other ethnic groups. On the other hand, 40.8% of the Asian/Pacific Islanders leave at age 18 and 12.2% at 19/20 compared to averages of 25% at 18 and 3% at 19/20 for the

TABLE 11

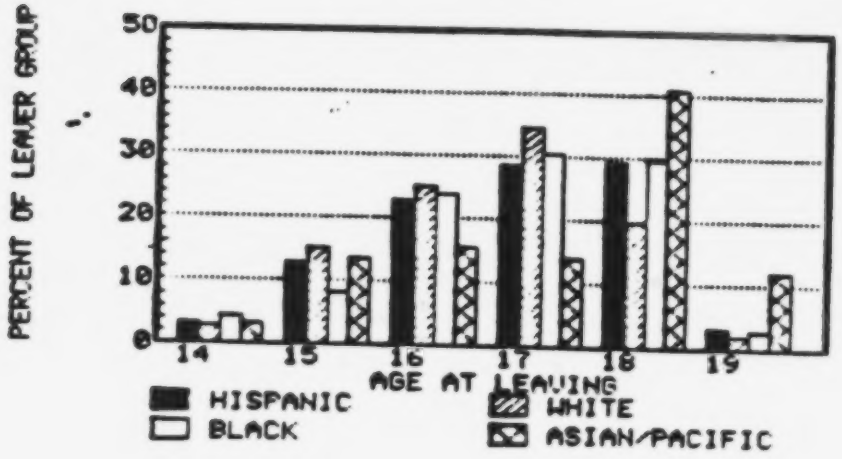
SCHOOL LEAVERS BY AGE, 1982-83



AGE AT LEAVING	NUMBER LEAVING	PERCENT DISTRIBUTION	CUMULATIVE PERCENT
13/14 YEARS OLD	52	3.2	3.2
15 YEARS OLD	210	13.1	16.4
16 YEARS OLD	379	23.7	40.0
17 YEARS OLD	489	30.5	70.5
18 YEARS OLD	417	26.0	96.6
19/20 YEARS OLD	55	3.4	100.0
TOTALS	1,602	100.0	100.0

TABLE 12

SCHOOL LEAVERS BY AGE AND ETHNICITY, 1982-83



	HISPANIC	WHITE	BLACK	ASIAN PACIFIC	AM INDIAN ALASKAN	TOTAL	
AGE 13/14 YEARS OLD	13	21	13	5	0	52	LEAVERS
	25.0	40.4	25.0	9.6	0.0	100.0	ROW % OF LEAVERS
	3.2	2.8	4.4	3.4	0.0	3.2	COL % OF LEAVERS
	0.8	1.3	0.8	0.3	0.0	3.2	TOT % OF LEAVERS
15 YEARS OLD	52	113	24	20	1	210	
	24.8	53.8	11.4	9.5	0.5	100.0	
	12.7	15.2	8.2	13.6	12.5	13.1	
	3.2	7.0	1.5	1.2	0.1	13.1	
16 YEARS OLD	94	188	71	23	3	379	
	24.8	49.6	18.7	6.1	0.8	100.0	
	22.9	25.3	24.2	15.6	37.5	23.7	
	5.9	11.7	4.4	1.4	0.2	23.7	
17 YEARS OLD	118	258	90	21	2	489	
	24.1	52.8	18.4	4.3	0.4	100.0	
	28.7	34.7	30.7	14.2	25.0	30.5	
	7.4	16.1	5.6	1.3	0.1	30.5	
18 YEARS OLD	121	147	57	60	2	417	
	29.0	35.3	20.9	14.4	0.5	100.0	
	29.4	19.8	29.7	40.8	25.0	26.0	
	7.6	9.2	3.4	3.7	0.1	26.0	
19/20 YEARS OLD	13	16	8	18	0	55	
	23.6	29.1	14.5	32.7	0.0	100.0	
	3.2	2.2	2.7	12.2	0.0	3.4	
	0.8	1.0	0.5	1.1	0.0	3.4	
TOTALS	411	743	293	147	8	1602	
	25.7	46.4	18.3	9.2	0.5	100.0	
	100.0	100.0	100.0	100.0	100.0	100.0	
	25.7	46.4	18.3	9.2	0.5	100.0	

other groups. The school leaver cross-category in Table 11 with the greatest proportion of school leavers is 17 year old Whites. They represent 16% of all school leavers.

Table 13 displays data on the grade point average (GPA) of the 1982-83 school leavers. It shows that poor school performance is related to school leaving. For those leavers for which GPA data is available (1,249 of 1,602 total cases), over 70% have GPA's below 2.0. Over half of the leavers failed to achieve GPA's of 1.5 and over a quarter had GPA's less than 1.0.

On the other hand, almost 7% of the leavers had GPA's higher than 3.0. School leaving for low achievers might be accounted for in large part by the student's continual experience of failure. However, school leaving for high achieving students might be partly accounted for by the lack of sufficient academic challenge and reward.

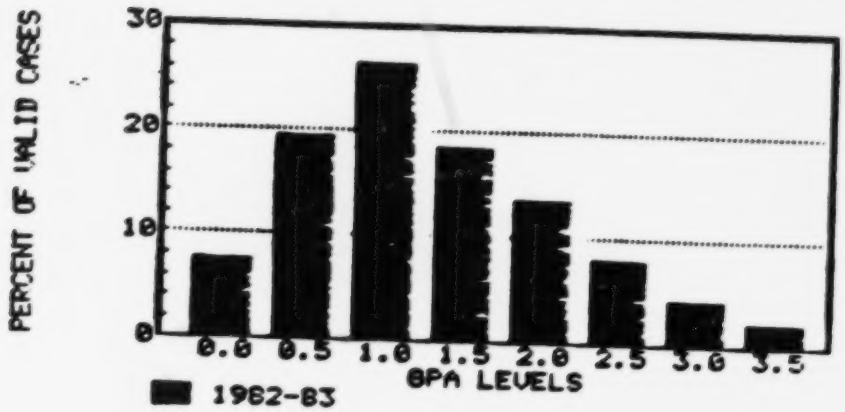
The reading and math achievement test scores of the 1982-83 school leavers displayed in Tables 14 and 15 confirm the relationship between academic achievement and school leaving. School leavers are disproportionately represented in the lower achievement quartiles with 75% of the school leavers having reading and math scores in the bottom half of all test takers. Over 50% of the school leavers have reading test scores in the bottom quartile while 44% have math scores in the bottom quartile. On the other hand, only about 10% of all school leavers score in the top quartile of reading and math achievement.

Table 16 summarizes the key "disadvantage" findings of Tables 10 (Age), 13 (GPA), and 14 (Reading Test Score) and displays them together with additional performance disadvantage findings. The categories in this table are not mutually exclusive. The table shows that 23% of those leaving in 1982-83 were subjects of "School Initiated Placement," that is, of a transfer from one school to another because of an incompatability between the student and the first school. Whatever the particular reason for the incompatibility, it is an indication of a condition that impairs the student's ability to perform. This table also shows that 16% percent of the district leavers are identified handicapped students. Of those, 70% have a learning disability*. Further,

* For some categories in Table 16 a further breakout was possible. Important features of those breakout are reported in the text and sometimes not shown in tables.

TABLE 13

SCHOOL LEAVERS BY GPA LEVEL, 1982-83

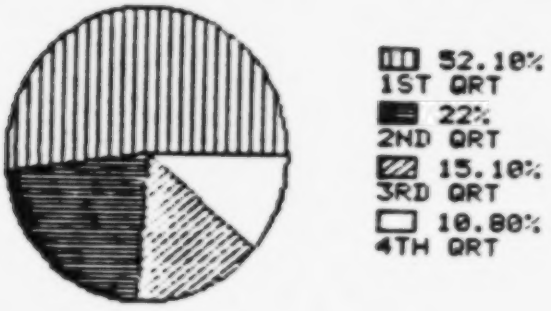


GRADE POINT AVERAGE	NUMBER LEAVING	PERCENT DISTRIBUTION	VALID PERCENT DISTRIBUTION	VALID CUMULATIVE PERCENT
0.0 THRU 0.49	95	5.9	7.6	7.6
0.5 THRU 0.99	242	15.1	19.4	27.0
1.0 THRU 1.49	329	20.5	26.3	53.3
1.5 THRU 1.99	230	14.4	18.4	71.7
2.0 THRU 2.49	171	10.7	13.7	85.4
2.5 THRU 2.99	100	6.2	8.0	93.4
3.0 THRU 3.49	54	3.4	4.3	97.7
3.5 THRU 4.00	28	1.7	2.2	100.0
MISSING CASES	353	22.0	MISSING	
TOTALS	1,602	100.0	100.0	100.0

NOTE: 'Missing cases' refers to the fact that for 353 of the student leaver cases GPA data was not recorded in the computer database. Hence 'valid percent distribution' and 'valid cumulative percent' refer to a re-calculation of percentage distribution excluding the missing data cases.

TABLE 14

SCHOOL LEAVERS BY READING TEST LEVEL, 1982-83

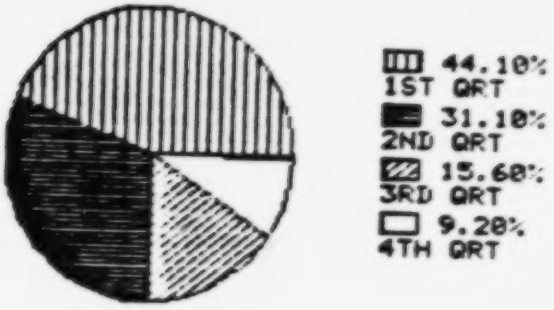


READING TEST SCORE	NUMBER LEAVING	PERCENT DISTRIBUTION	VALID PERCENT DISTRIBUTION	VALID CUMULATIVE PERCENT
BOTTOM QUARTILE	363	22.7	52.1	52.1
SECOND QUARTILE	153	9.6	22.0	74.1
THIRD QUARTILE	105	6.6	15.1	89.2
TOP QUARTILE	75	4.7	10.8	100.0
MISSING CASES	906	56.6	MISSING	
TOTALS	1,602	100.0	100.0	100.0

NOTE: 'Missing cases' refers to the fact that for 906 of the 1,602 leaver cases reading test data was not recorded in the computer database. Hence 'valid percent distribution' and 'valid cumulative percent' refer to a recalulation of percentage distribution excluding the missing data cases.

TABLE 15

SCHOOL LEAVERS BY MATH TEST LEVEL, 1982-83



MATH TEST SCORE	NUMBER LEAVING	PERCENT DISTRIBUTION	VALID PERCENT DISTRIBUTION	VALID CUMULATIVE PERCENT
BOTTOM QUARTILE	294	18.4	44.1	44.1
SECOND QUARTILE	207	12.9	31.1	75.2
THIRD QUARTILE	104	6.5	15.6	90.8
TOP QUARTILE	61	3.8	9.2	100.0
MISSING CASES	936	58.4	MISSING	
TOTALS	1,602	100.0	100.0	100.0

NOTE: 'Missing cases' refers to the fact that for 936 of the 1,602 leaver cases math test data was not recorded in the computer database. Hence, 'valid percent distribution' and 'valid cumulative percent' refer to a recalculation of percentage distribution excluding the missing data cases.

TABLE 16

SCHOOL LEAVERS BY CATEGORIES OF 'DISADVANTAGE', 1982-83

DISADVANTAGE CATEGORY	1982-83 LEAVERS			
	NUMBER LEAVING	ENROLLMENT	LEAVER RATE	PERCENT OF LEAVERS
LIMITED ENGLISH PROFICIENCY (LEP)	196	2,605	7.5	12.2
HANDICAPPED	260	4,396 (1)	5.9	16.2
SCHOOL INITIATED PLACEMENT	367	-	-	22.9
PERSONAL/SOCIAL ADJUSTMENT	59	-	-	3.9
SUSPENDED AT LEAST ONCE	240	5,120 (2)	4.7	15.0
GPA BELOW 2.0	896	-	-	71.7 (3)
17 YRS & OVER	961	-	-	60.0
BOTTOM READING QUARTILE	363	-	-	52.1 (3)
TOTAL FOR DISTRICT (4)	1,602	35,886	4.5	100.0

NOTES:
1. These figures represent 7-12th grade participation since figures for 9-12th grades are not available.
2. Number of incidents rather than unduplicated students.
3. These figures are calculated excluding cases where data was missing.
4. Columns do not sum to totals because of overlapping and missing categories.

15% of the 1,602 leavers (or 240) were suspended from school at least once. Of the leavers suspended, 77% were involved in injuring another (29%) or disruptive behavior (48%). Another 15% of the suspensions related to drug abuse. This type of behavior indicates social and school alienation which can be both an outcome and a cause of poor school performance.

Students with limited English proficiency (LEP students) comprised 12.2% of all school leavers and left at a rate of 7.5%. This is 1.66 times that of the district overall rate. Limited English proficiency is a characteristic that is a disadvantage in school performance and persistence.

Table 17 displays a racial/ethnic breakdown of LEP students. Hispanic and Indochinese LEP students leave school at rates considerably higher than non-LEP students of the same ethnic group. LEP Hispanic students leave school at a rate twice as great as non-LEP Hispanics and LEP Indochinese leave at a rate four times as great as their non-LEP Indochinese classmates.

The table also shows that non-LEP Indochinese have the lowest attrition rate of any racial/ethnic group identified in this study. However, non-LEP Hispanics have an attrition rate 1.4 times greater than the overall district rate and 1.7 times that of the Whites. This suggests that there are unexplained factors affecting school persistence that are unique to Hispanics and Indochinese.

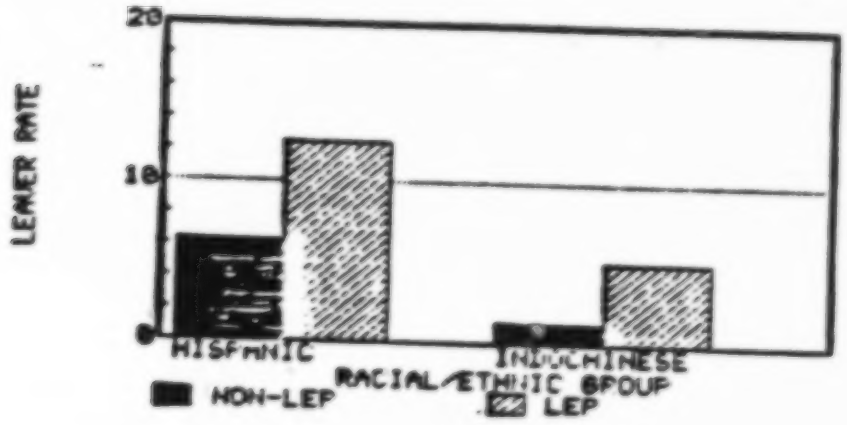
Table 18 provides data on the relationship between "advantages" and school leaving. Those students participating in programs that support positive interest and success in school, namely the VEEP, magnet, and gifted student programs, show leaver rates from 1/4 to 1/15 of the district average. These students comprise 31% of the 1982-83 grade 9-12 enrollment yet only 5.4% of the leavers, assuming no overlap among the categories. Students who perform well in school, as measured by GPA's and reading and math achievement tests, comprise less than 11% of the school leavers. This compares to the 52% and 72% of school leavers accounted for by those in the lowest reading quartile and with GPA's below 2.0, respectively.

Summary of Findings

In sum, 1982-83 students left district schools in patterns

TABLE 17

SCHOOL LEAVERS BY LEP AND ETHNICITY, 1982-83



	1982-83				
LEAVER TYPE	NUMBER	ENROLL	PERCENT OF ENROLLMENT	LEAVER RATE	PERCENT OF ALL LEAVERS
ALL HISPANIC	411	5,577	15.5	7.4	25.7
LEP	110	878	0.9	12.5	6.9
NON-LEP	301	4,699	13.1	6.4	18.9
ALL INDOCHINESE	97	2,249	6.3	4.3	5.2
LEP	77	1,474	4.1	5.2	4.8
NON-LEP	10	775	2.2	1.3	0.6

TABLE 18

SCHOOL LEAVERS BY CATEGORIES OF 'ADVANTAGE', 1982-83

ADVANTAGE CATEGORY	1982-83 LEAVERS			
	NUMBER LEAVING	ENROLLMENT	LEAVER RATE	PERCENT OF LEAVERS
VEEP PROGRAM	48	4,093 (1)	1.2	3.0
MAGNET PROGRAMS	30	4,944 (1)	0.6	1.9
GIFTED PROGRAM	7	2,398	0.3	0.4
GPA ABOVE 3.0	82	-	-	6.6 (2)
TOP READING QUARTILE	75	-	-	10.2 (2)
TOTAL FOR DISTRICT (3)	1,602	35,886	4.5	100.0

NOTES:
1. These figures represent 7-12th grade participation since figures for 9-12th grades are not available.
2. These figures are calculated excluding cases where data was missing.
3. Columns do not sum to totals because of overlapping and missing categories.

almost completely consistent with those of the 1979-80 school leavers. There appears to be some increase in retention although the decline in rates between 1979-80 and 1982-83 is largely due to a more comprehensive 1982-83 follow-up procedure. San Diego Unified School District attrition patterns are consistent with those found in other district studies.

The study supports the propositions that poor performance and performance disadvantages correlate with high attrition rates in the district and that excellent performance and performance advantages correlate with high persistence and low attrition rates.

III. RECOMMENDATION

The district should develop early intervention and other school leaver prevention programs to reduce the number of school leavers, paying special attention to the Hispanic and Black students who are especially at risk of leaving school before receiving a high school diploma.

APPENDIX A

Individual Site Data for School Leavers by Ethnicity and Status, 1982-83

TABLE 1

INDIVIDUAL SITE DATA FOR SCHOOL LEAVERS BY ETHNICITY, 1982-83

NUMBER / ROW % SCHOOL SITE	HISPANIC	WHITE	BLACK	ASIAN PACIFIC	AM INDIAN ALASKAN	TOTAL
BELL	0	4	0	2	0	6
	0.0	66.7	0.0	33.3	0.0	100.0
COLLIER	0	9	1	0	0	10
	0.0	90.0	10.0	0.0	0.0	100.0
DANA	1	1	0	0	0	2
	50.0	50.0	0.0	0.0	0.0	100.0
HALE	2	2	0	0	0	4
	50.0	50.0	0.0	0.0	0.0	100.0
MANN	0	3	1	1	0	5
	0.0	60.0	20.0	20.0	0.0	100.0
MARSTON	3	1	2	0	0	6
	50.0	16.7	33.3	0.0	0.0	100.0
MEMORIAL	11	1	0	0	0	12
	91.7	8.3	0.0	0.0	0.0	100.0
MONTGOMERY	0	3	0	0	0	3
	0.0	100.0	0.0	0.0	0.0	100.0
MUIRLANDS	7	1	1	0	0	9
	77.8	11.1	11.1	0.0	0.0	100.0
PAC BEACH	1	2	0	0	0	3
	33.3	66.7	0.0	0.0	0.0	100.0
PERSHING	0	3	1	0	0	4
	0.0	75.0	25.0	0.0	0.0	100.0
ROOSEVELT	4	5	2	0	1	12
	33.3	41.7	16.7	0.0	8.3	100.0
STANDLEY	1	2	0	0	0	3
	33.3	66.7	0.0	0.0	0.0	100.0
TAFT	1	1	1	0	0	3
	33.3	33.3	33.3	0.0	0.0	100.0
WILSON	0	3	1	0	0	4
	0.0	75.0	25.0	0.0	0.0	100.0

TABLE 1
(CONTINUED)
INDIVIDUAL SITE DATA FOR SCHOOL LEAVERS BY ETHNICITY, 1982-83

NUMBER / ROW % / SCHOOL SITE	HISPANIC	WHITE	BLACK	ASIAN PACIFIC	AM INDIAN ALASKAN	TOTAL
CLAIREMONT	21	16	4	1	0	42
	50.0	38.1	9.5	2.4	0.0	100.0
CRAWFORD	6	14	6	9	0	35
	17.1	40.0	17.1	25.7	0.0	100.0
GOMPERS	0	1	3	0	0	4
	0.0	25.0	75.0	0.0	0.0	100.0
HENRY	6	26	8	12	0	52
	11.5	50.0	15.4	23.1	0.0	100.0
HOOVER	20	31	8	19	0	78
	25.6	39.7	10.3	24.4	0.0	100.0
KEARNY	9	35	7	48	2	101
	8.9	34.7	6.9	47.5	2.0	100.0
LA JOLLA	8	17	3	1	0	29
	27.6	58.6	10.3	3.4	0.0	100.0
LINCOLN	25	2	68	3	0	98
	25.5	2.0	69.4	3.0	0.0	100.0
MADISON	1	15	1	1	0	23
	4.3	65.2	4.3	4.3	0.0	100.0
MIRA MESA	5	39	2	3	0	49
	10.2	79.6	4.1	6.1	0.0	100.0
MISSION BAY	8	30	2	1	0	41
	19.5	73.2	4.9	2.4	0.0	100.0
MORSE	23	20	20	8	0	71
	32.4	28.2	28.2	11.2	0.0	100.0
POINT LOMA	23	44	3	1	0	71
	32.4	62.0	4.2	1.4	0.0	100.0
UNIV CITY	2	14	3	3	0	22
	9.1	63.6	13.6	13.6	0.0	100.0

TABLE 1
(CONTINUED)
INDIVIDUAL SITE DATA FOR SCHOOL LEAVERS BY ETHNICITY, 1982-83

NUMBER/ ROW % / SCHOOL SITE	HISPANIC	WHITE	BLACK	ASIAN PACIFIC	AM INDIAN ALASKAN	TOTAL
SAN DIEGO	116	33	35	6	0	190
	61.1	17.4	18.4	3.2	0.0	100.0
SERRA	3	22	3	7	0	35
	8.6	62.9	8.6	20.0	0.0	100.0
WRIGHT BROS	11	10	5	1	2	29
	37.9	34.5	17.2	3.4	6.9	100.0
GARFIELD	56	131	47	4	0	238
	23.5	55.0	19.7	1.6	0.0	100.0
TWAIN	21	123	23	7	2	176
	11.9	69.9	13.1	4.0	1.1	100.0
RILEY	1	11	2	0	0	14
	7.1	78.6	14.3	0.0	0.0	100.0
O'FARRELL SCPA	0	3	0	0	0	3
	0.0	100.0	0.0	0.0	0.0	100.0
MUIR ALT	1	7	0	0	1	9
	11.1	77.8	0.0	0.0	11.1	100.0
HOME/HOSPITAL	7	16	12	2	0	37
	18.9	43.2	32.4	5.4	0.0	100.0
LIC INSTIT	2	33	8	2	0	45
	4.4	73.3	17.8	4.4	0.0	100.0
NONPUBLIC SCH	0	5	0	0	0	5
	0.0	100.0	0.0	0.0	0.0	100.0
INDEP STUDY	5	4	10	0	0	19
	26.3	21.1	52.6	0.0	0.0	100.0
TOTALS	411	743	293	23	147	1602
	25.7	45.8	18.3	1.4	9.1	100.0

NOTE: Einstein, Lewis and Mission Beach had no school leavers in 1982-83.

TABLE 2

INDIVIDUAL SITE DATA FOR SCHOOL LEAVERS BY STATUS, 1982-83

NUMBER / ROW % / SCHOOL SITE	WHERE UKN	MARRIED	WITHDRAWAL	EMPLOY	MENTAL	HARDSHIP	PREGNANT	TOTAL
BELL	4	0	1	0	0	0	0	6
	66.7	0.0	16.7	0.0	0.0	0.0	0.0	100.0
COLLIER	9	1	0	0	0	0	0	10
	90.0	10.0	0.0	0.0	0.0	0.0	0.0	100.0
DANA	2	0	0	0	0	0	0	2
	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
HALE	3	0	0	0	1	0	0	4
	75.0	0.0	0.0	0.0	25.0	0.0	0.0	100.0
MANN	4	0	1	0	0	0	0	5
	80.0	0.0	20.0	0.0	0.0	0.0	0.0	100.0
MARSTON	4	0	2	0	0	0	0	6
	66.7	0.0	33.3	0.0	0.0	0.0	0.0	100.0
MEMORIAL	8	0	2	2	0	0	0	12
	66.7	0.0	16.7	16.7	0.0	0.0	0.0	100.0
MONTGOMERY	3	0	0	0	0	0	0	3
	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
MUIRLANDS	6	0	2	1	0	0	0	9
	66.7	0.0	22.2	11.1	0.0	0.0	0.0	100.0
PAC BEACH	2	0	1	0	0	0	0	3
	66.7	0.0	33.3	0.0	0.0	0.0	0.0	100.0
PERSHING	3	0	1	0	0	0	0	4
	75.0	0.0	25.0	0.0	0.0	0.0	0.0	100.0
ROOSEVELT	4	0	5	1	2	0	0	12
	33.3	0.0	41.7	8.3	16.7	0.0	0.0	100.0
STANDLEY	2	0	1	0	0	0	0	3
	66.7	0.0	33.3	0.0	0.0	0.0	0.0	100.0
TAFT	1	0	1	0	1	0	0	3
	33.3	0.0	33.3	0.0	33.3	0.0	0.0	100.0
WILSON	2	0	0	0	2	0	0	4
	50.0	0.0	0.0	0.0	50.0	0.0	0.0	100.0

TABLE 2
(CONTINUED)
INDIVIDUAL SITE DATA FOR SCHOOL LEAVERS BY STATUS, 1982-83

NUMBER / ROW % / SCHOOL SITE	WHERE UKN	MARRIED	WITHDRAWAL	EMPLOY	MENTAL	HARDSHIP	PREGNANT	TOTAL
CLAIREMONT	12	1	12	10	4	2	1	42
	28.6	2.4	28.6	23.8	9.5	4.8	2.4	100.0
CRAWFORD	17	1	6	8	0	0	3	35
	48.6	2.9	17.1	22.3	0.0	0.0	8.6	100.0
GOMPERS	2	0	0	0	0	2	0	4
	50.0	0.0	0.0	0.0	0.0	50.0	0.0	100.0
HENRY	23	2	17	9	1	0	0	52
	44.2	3.8	32.7	17.3	1.9	0.0	0.0	100.0
HOOVER	36	5	11	10	14	0	2	78
	46.2	6.2	14.1	12.8	17.9	0.0	2.6	100.0
KEARNY	46	12	23	16	3	0	1	101
	45.5	11.9	22.8	15.8	3.0	0.0	1.0	100.0
LA JOLLA	19	0	3	7	0	0	0	29
	65.5	0.0	10.3	24.1	0.0	0.0	0.0	100.0
LINCOLN	56	2	22	11	0	1	6	98
	57.1	2.0	22.4	11.2	0.0	1.0	6.1	100.0
MADISON	4	1	10	7	0	0	1	23
	17.4	4.3	43.5	30.4	0.0	0.0	4.3	100.0
MIRA MESA	23	1	11	14	0	0	0	49
	46.9	2.0	22.4	28.6	0.0	0.0	0.0	100.0
MISSION BAY	19	0	15	6	1	0	0	41
	46.3	0.0	36.6	14.6	2.4	0.0	0.0	100.0
MORSE	35	2	16	8	7	1	2	71
	49.3	2.8	22.5	11.3	9.9	1.4	2.8	100.0
POINT LOMA	18	3	14	35	1	0	0	71
	25.4	4.2	19.7	49.3	1.4	0.0	0.0	100.0
UNIV CITY	9	0	7	5	0	0	1	22
	40.9	0.0	31.8	22.7	0.0	0.0	4.5	100.0

TABLE 2
(CONTINUED)
INDIVIDUAL SITE DATA FOR SCHOOL LEAVERS BY STATUS, 1982-83

NUMBER / ROW % / SCHOOL SITE	WHERE UKN	MARRIED	WITHDRAWAL	EMPLOY	MENTAL	HARDSHIP	PREGNANT	TOTAL
SAN DIEGO	111	6	34	29	5	0	5	190
	58.4	3.2	17.9	15.3	2.6	0.0	2.6	100.0
SERRA	14	3	15	3	0	0	0	35
	40.0	8.6	42.9	8.6	0.0	0.0	0.0	100.0
WRIGHT BROS	7	2	7	9	2	1	1	29
	24.1	6.9	24.1	31.0	6.9	3.4	3.4	100.0
GARFIELD	95	9	69	28	20	1	16	238
	39.9	3.8	29.0	11.8	8.4	0.4	6.7	100.0
TWAIN	61	5	46	49	14	0	1	176
	34.7	2.8	26.1	27.8	8.0	0.0	0.6	100.0
RILEY	8	0	3	3	0	0	0	14
	57.1	0.0	21.4	24.4	0.0	0.0	0.0	100.0
O'FARRELL SCPA	2	0	1	0	0	0	0	3
	66.7	0.0	33.3	0.0	0.0	0.0	0.0	100.0
MUIR ALT	4	0	3	2	0	0	0	9
	44.4	0.0	33.3	22.2	0.0	0.0	0.0	100.0
HOME/HOSPITAL	18	2	9	0	0	0	8	37
	48.6	5.4	24.3	0.0	0.0	0.0	21.6	100.0
LIC INSTIT	29	0	11	4	0	0	1	45
	64.4	0.0	24.4	8.9	0.0	0.0	2.2	100.0
NONPUBLIC SCH	5	0	0	0	0	0	0	5
	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
INDEP STUDY	16	0	3	0	0	0	0	19
	84.2	0.0	15.8	0.0	0.0	0.0	0.0	100.0
TOTALS	746	58	385	277	78	8	50	1602
	46.6	3.6	24.0	17.3	4.9	0.5	3.1	100.0

NOTE: Einstein, Lewis and Mission Beach had no leavers in 1982-83.

TABLE 3

SCHOOL LEAVERS FOR INDIVIDUAL SCHOOL SITES

SCHOOL	SCHOOL ENROLL	PERCENT OF TOTAL ENROLL	NUMBER OF LEAVERS	PERCENT OF LEAVERS	LEAVER RATE
BELL	453	1.3	6	0.4	1.3
COLLIER	264	0.7	10	0.6	3.8
DANA	277	0.8	2	0.1	0.7
HALE	379	1.1	4	0.2	1.1
MANN	470	1.3	5	0.3	1.1
MARSTON	357	1.0	6	0.4	1.7
MEMORIAL	298	0.8	12	0.7	4.0
MONTGOMERY	360	1.0	3	0.2	0.8
MUIRLANDS	408	1.1	9	0.6	2.2
PACIFIC BEACH	407	1.1	3	0.2	0.7
PERSHING	542	1.5	4	0.2	0.7
ROOSEVELT	410	1.1	12	0.7	2.9
STANDLEY	395	1.1	3	0.2	0.8
TAFT	214	0.6	3	0.2	1.4
WILSON	453	1.3	4	0.2	0.9
CLAIREMONT	1,074	3.0	42	2.6	3.9
CRAWFORD	1,532	4.3	35	2.2	2.3
GOMPERS	967	2.7	4	0.2	0.4
HENRY	2,871	8.0	52	3.2	1.8
HOOVER	1,452	4.0	78	4.9	5.4
KEARNY	1,887	5.3	101	6.3	5.4
LA JOLLA	1,339	3.7	29	1.8	2.2

TABLE 3
(CONTINUED)
SCHOOL LEAVERS FOR INDIVIDUAL SCHOOL SITES

SCHOOL	SCHOOL ENROLL	PERCENT OF TOTAL ENROLL	NUMBER OF LEAVERS	PERCENT OF LEAVERS	LEAVER RATE
LINCOLN	969	2.7	98	6.1	10.1
MADISON	2,163	6.0	23	1.4	1.1
MIRA MESA	2,860	8.0	49	3.1	1.7
MISSION BAY	1,362	3.8	41	2.6	3.0
MORSE	1,891	5.3	71	4.4	3.8
POINT LOMA	1,668	4.6	71	4.4	4.3
UNIV CITY	1,178	3.3	22	1.4	1.9
SAN DIEGO	1,441	4.0	190	11.9	13.2
SERRA	2,538	7.0	35	2.2	1.4
WRIGHT BROS	258	2.5	29	1.8	11.2
GARFIELD	907 #	1.6	238	14.9	26.2
TWAIN	684 #	1.8	176	11.0	25.7
RILEY	65	0.2	14	0.9	21.5
O FARREL SCPA	448	1.2	3	0.2	0.7
MUIR ALTERNATIVE	110	0.3	9	0.6	8.2
HOME-HOSPITAL	242 #	0.7	37	2.3	15.3
LIC INSTITUTION	319 #	0.9	45	2.8	14.1
NONPUBLIC SCH	54 #	0.2	5	0.3	9.3
INDEP STUDY	110 #	0.2	19	1.2	17.3
TOTAL DISTRICT	35,886	100.0	1,602	100.0	4.5

NOTE: Einstein, Lewis, and Mission Beach had no school leavers in 1982-83.

Duplicated count of students. Due to the many students who enter the continuation/opportunity schools and special programs from other schools within the district, the estimated enrollment figures include the count of students who transferred from another district school to these schools during the year.